



Reading First Sub-grant Application

Funding to Ensure that All Children Learn to Read Well
By the End of Third Grade

**Deadline for Submission
Round Three: April 21, 2004**

**Fax copies will not be accepted
E-mail copies will not be accepted**

Administered by:

The Reading/Language Arts Leadership Office
California Department of Education

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Reading First Program Sub-grant Application

SECTION I. PROGRAM INFORMATION

OVERVIEW

Reading First is a federal grant program with the purpose of ensuring all children learn to read well by the end of third grade. California receives federal funding to provide multi-year sub-grants to LEAs to implement California's approved Reading First Plan, a copy of which can be found at <http://www.cde.ca.gov/pd/readfirst>. California's Reading First Plan ensures that all the necessary components to improve reading instruction are available to California's highest need K-3 classrooms. These components include scientifically researched and standards based instructional materials, teachers trained to use these materials, principals knowledgeable in reading instruction able to support the teachers, and classroom assessments geared to the instructional program that allow the teacher to monitor and improve student achievement of reading skills.

As required by federal law and California's approved Reading First Plan, California's Reading First Program is a comprehensive K-3 program built around California's standards based adopted reading instructional materials that utilizes the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehensive strategies). The Reading First program will allow schools serving low achieving, low income K-3 students to simultaneously have scientifically researched based instructional materials, teachers and principals trained to use those materials, scientifically researched based assessments aligned to the instructional materials and the time and expert resources (reading coaches, content experts, district and state technical assistance) to focus this instruction on the needs of individual students.

ELIGIBILITY--LOCAL EDUCATIONAL AGENCIES

As required under federal law, California's approved Reading First Plan targets local education agencies (LEAs) with the highest need. Eligibility is therefore limited to LEAs (school districts and independent charter schools) serving grades K-3 which have one thousand or more, or 40 percent or more, of their second and third graders, scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and meet one of the following criteria:

- 1) The LEA has jurisdiction over an area designated as an empowerment zone or an enterprise community; OR
- 2) The LEA has two or more Program Improvement schools under Title I, Part A, or 25 percent of its schools identified for Program Improvement under Title I, Part A; OR
- 3) The LEA has 2,000 or more students, or 60 percent of students counted for allocation of Title I, Part A, funding.

A listing of the LEAs meeting the above criteria, and therefore eligible for the Reading First Program is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/pd/readfirst>. If you think your LEA meets the criteria, but is not included in the List of Eligible LEAs, please contact Kathie Scott in the California Department of Education at (916) 323-4711 or kscott@cde.ca.gov to discuss why you believe your LEA is eligible. Please do not submit an application until your district has been added to the List of Eligible LEAs.

ELIGIBILITY--PARTICIPATING SCHOOLS

To be eligible to be a participating school, a school must (1) be in an eligible LEA, (2) have 40% or more of its second and third graders scoring in categories "below basic" and "far below basic" in reading on the California Standards Test, and (3) be a program improvement school or have 50 percent or more of its students counted for allocation of Title I, Part A, funding.

To ensure that enough schools are in the program to work with the school district and focus efforts on improving the reading program, the Reading First program will fund half to three-quarters of the eligible schools in each qualifying LEA. If an LEA has a reason for including less than half of the eligible schools, they may propose including fewer schools in their application, but to be approved, they must explain how the Reading First program will have a large enough presence in the district to ensure that it receives the attention it needs to improve student achievement in reading.

LEAs will identify which of the eligible schools will participate in the LEA's Reading First Program. LEAs should choose schools based on need, ability, and desire to implement the program. As part of the Sub-grant Application, LEAs will be asked to describe their selection processes and why each school was chosen.

LEAs are encouraged to work with the selected schools in developing their application in order to ensure that each site understands the program and has had an opportunity to offer input to modify the program to meet individual site needs. The principal of each school will also need to sign the site assurances to indicate that the school will accomplish all the required program components.

PROCESS AND CRITERIA FOR AWARDING SUB-GRANTS

After the application deadline, all applications will be screened for completeness and adherence to the format requirements. Incomplete applications will not be scored. Next, applications will be checked for LEA and school(s) Certification of Assurances. Through this Certification of Assurances the LEA and participating schools will be held accountable to fully implement California's adopted scientifically research based reading instructional program, the AB 466 reading professional development for teachers and AB 75 principal training in reading, and instructional leadership and support.

Next, eligible applications will be reviewed and scored by a panel of readers against the Scoring Rubric included in this application. In order to be funded, an eligible LEA will need to receive a passing score on each of the Competitive Questions. A passing score will be awarded if the response to the competitive question “Meets Criteria” on the Scoring Rubric. The Competitive Questions are important because they offer the means for judging the LEA’s understanding of the general criteria for the Reading First Program; its focus on reading success; its proposed use and coordination of funds; its evaluation plan; its leadership; and its overall readiness and commitment to the program. Responses to the Competitive Questions will determine if the LEA Reading First Plan is sufficient to be successful (meets the minimum to pass) and differentiate the quality of the submitted plans to ensure that the highest quality plans are funded.

Funding Priority for Applications That Include Section 310 Waiver Classrooms

As required by the passage of AB 1485, effective January 1, 2004, once an application receives a passing score on each of the twelve Competitive Questions, indicating that it is eligible for funding, priority for funding from the remaining \$13.6 million of increased Reading First funds in 2003-2004 will be given to those applications with one or more eligible schools operating one or more classrooms pursuant to Education Code section 310 (Proposition 227 waiver classrooms). This means that applications with Education Code section 310 classrooms will be funded before applications without Education Code section 310 classrooms from what remains of the \$13.6 million after the first priority Education Code section 310 classrooms are funded. If all eligible applications with Education Code section 310 classrooms are not funded when the \$13.6 million is exhausted, those applications will be included with the applications without Education Code section 310 classrooms and ranked according to score. Applying this funding priority after an application receives a passing score ensures that the application at least meets the minimum qualifications for success.

Section 310 classrooms must meet all of the program requirements detailed in the revised California Reading First Plan, including full implementation of an approved translation of a state-adopted instructional reading program (Please see Appendix C: *Identification of Reading/Language Arts Instructional Program* for a list of approved translations of a state-adopted instructional reading program). Assessments must be selected from Appendix K: *Recommended List of Assessments for California’s Reading First LEAs*. While program assessments (included in the instructional materials) and year-end assessments (provided by C-TAC) may be conducted in the primary language, in second and third grade students will take the STAR English-Language Arts California Standards Test in English in order to monitor that all students will attain the Reading First goal of reading at the proficient level in English by the end of third grade.

Priority Points

In addition to receiving priority because of participating Education Code section 310 classrooms, **all applications that receive passing scores** will be reviewed to determine if they are eligible to receive priority points for low-income students and/or the

use of reading coaches. Applying priority points after the application has received a passing score will ensure that an application does not pass only because it qualifies for priority points and does not meet the minimum qualifications for success.

Fifteen priority points will be awarded to each passing application that uses a specified level of reading coaches and content experts. Reading coaches are defined as certificated teachers who work with classroom teachers (not directly with students) in assisting with full implementation of the state-adopted reading instructional program. Content experts are defined as persons hired to train and support the reading coaches. To receive the 15 priority points, the application must include at least one reading coach for every thirty K-3 teachers and at least one content expert for every fifteen reading coaches.

Fifteen priority points will also be awarded to each passing application serving low-income students where the applicant LEA meets at least one of the following criteria:

- 1) At least fifteen percent of the students served by the LEA are from families with incomes below the poverty line; or
- 2) At least 6,500 children served by the LEA are from families with incomes below the poverty line.

After the awarding of priority points, the applications will be ranked according to score and will be funded from high to low until no funds remain or all the passing applications have been funded.

SUB-GRANT AMOUNTS AND USE OF FUNDS

Sub-grant Amounts

While the sub-grants are basically calculated as a per K-3 teacher amount, many of the costs associated with the program are not classroom based. Principal training, K-12 special education teachers' professional development, reading coaches and content experts, district technical assistance and evaluation, and services to eligible private schools, are also costs associated with this program. It is anticipated that the program can be accomplished with a base grant amount of \$6,500 per K-3 teacher. Depending on the size of schools or the LEA, the number of special education teachers (who are not included in the teacher count for determining the size of the sub-grant) and the use of reading coaches and content experts, the \$6,500 level may not be sufficient and therefore an upper range of \$8,000 per K-3 teacher is allowed if additional justification is provided. Sub-grant applications seeking an award above the \$6,500 per K-3 teacher level will also be subjected to a second level of review where both the CDE and California Department of Finance will have to agree that the higher amount is justified. The additional justification and second level of review are not required if the total amount of the sub-grant is less than the minimum sub-grant amount.

Those applicants wishing to apply for amounts above \$6,500 per teacher must submit two three-year budgets (Appendix I) and two separate budget rationales: one budget calculated at \$6,500 per teacher and the second calculated at whatever additional

amount is being requested, up to \$8,000 per teacher. Only the budget and rationale based on \$6,500 per teacher will be scored (Competitive Question #12). However, the three-year budget and rationale for over \$6,500 must be submitted with this application.

If an applicant is successful and is awarded a sub-grant, an award will be made based on the \$6,500 per teacher budget, since the review process to determine additional funding may take some time. Applicants should be aware that less than half of the requests for funding above the \$6,500 level from Round One and Round Two awardees were granted, so districts should be prepared to implement a Reading First Program based on that per teacher amount. However, if after review by both the CDE and the Department of Finance, a funding level above \$6,500 per teacher is awarded, the total grant award will be amended to reflect the higher amount. Based on the budget rationale, awards may be made for amounts ranging from \$6,500 to \$8,000 per K-3 teacher.

The rationale for a budget above \$6,500 per K-3 teacher should include reasons why the \$6,500 amount is not sufficient to implement the district's Reading First Program, as well as an explanation as to what costs the higher grant amount would cover. It should fully explain why additional funding is needed to implement explicit aspects of the district's Reading First program. These may include, among other reasons, the need for a second set of instructional materials in a second language for Section 310 waiver classrooms, the need to support private school participation, the need to provide professional development to large numbers of K-12 special education teachers, or special circumstances that require exceeding the recommended ratios of coaches and content experts. In general, rationales that include salaries for reading coaches that exceed \$60,000 per year, training expenses that exceed \$1,750 per teacher for stipends and training, ratios for reading coaches and content experts that exceed the recommended ratios, or expenses that do not directly support program implementation, are not accepted for additional funding beyond the \$6,500 level. This is not to say that districts are precluded from implementing some of these program costs, it means that they are not sufficient as a rationale for additional funding.

Minimum Sub-grant Amount

Federal law requires that each LEA that receives a sub-grant must receive at least the same percentage of the state's total Reading First sub-grant funds as the LEA received of the total Title I, Part A, funds received by all LEAs in the state for the preceding fiscal year. That minimum sub-grant amount has been calculated and is include on the list of eligible LEAs that can be found on the California Department of Education Web site at <http://www.cde.ca.gov/pd/readfirst>. In most, but not all cases, the actual sub-grant amount requested, based on the number of K-3 teachers multiplied by \$6,500 per teacher, will be greater than the minimum sub-grant amount calculated for each LEA.

Use of Funds

Federal law allows Reading First funds to be expended on reading assessments, scientifically based reading programs, instructional materials, professional development, evaluation strategies, private school services, reporting and access to reading materials. California's approved plan focuses these uses on supporting and fully

implementing the state-adopted reading program. The reason California's plan was written and approved with this focus is that the Reading First program holds states accountable for ensuring that any expenditure of Reading First money by an LEA is spent on scientifically researched based materials and activities. Since California's adopted reading programs are scientifically researched and LEA Level Assurances require full implementation, expenses for state oversight are minimal and therefore leave more funding for LEAs to improve reading instruction.

Each applicant LEA will need to first budget sub-grant funds to support the activities they are assuring the state they will conduct (Please see LEA Level Assurances and School Site Assurances). Each Reading First LEA will conduct these activities in accordance with their application, once approved. Funding will also need to be budgeted to support the LEA's (1) three-year professional development plan in reading for teachers and principals, (2) three-year classroom reading assessment plan, (3) three-year evaluation plan, (4) plan to provide monitoring and support of the Reading First teachers so that instruction will ensure that all students are reading well by the end of third grade, and (5) provision of services to private schools as necessary. Note: Districts including Section 310 waiver classrooms in their Reading First program may choose to purchase a second set of reading materials, in either Spanish or English, to be used in those classrooms, using Reading First funding.

Indirect Cost Rates

If indirect costs are included in the expenditures for the Reading First sub-grant, the maximum amount allowed under the federal requirements for Reading First is 3.5 percent.

PAYMENT SCHEDULE; ASSURANCES AND CONDITIONS

The grant award will specify the payment schedule for the funds. Prior to receiving funding, successful applicants will be required to sign a Grant Award Acceptance form. This form contains assurances, in addition to the LEA Level and Site Level Assurances that must be made and conditions that must be met by the grantee to receive funding. The assurances and conditions will include both the specific and general conditions listed below.

Specific Conditions

As a condition of the receipt of funds under this program, the grantee assures that it will:

1. Obligate **all grant funds** by August 30, 2005, or repay any funding received, but not obligated, and forfeit any grant funds not yet received. See Appendix J for a definition of obligated.
2. Submit an end-of-the-period expenditure form by September 30, 2005.
3. Submit: a) annual performance reports required by the United States Department of Education, and

b) any evaluation data requested by CDE or the United States Department of Education.

Expend funds in compliance with the Federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education.

General Conditions

As a condition of the receipt of funds under this program, the grantee assures that it will:

1. Maintain control of funds and title to property acquired with program funds in the public agencies.
2. Use proper methods of administering the program, including correction of any deficiencies identified through audits, monitoring, or evaluation.
3. Cooperate in carrying out any evaluation of the program conducted by or for the U.S. Secretary of Education, the CDE, or other federal or state officials.
4. Use fiscal control and fund accountability procedures as will ensure proper disbursement of, and accounting for, federal funds paid under the program, including the use of the federal funds to supplement, and not supplant, state and local funds; and maintenance of effort (20 USC § 8891).
5. Operate programs and services in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
6. Make reports to the state agency as may reasonably be necessary to enable the state agency to perform its duties, and maintain such records and provide access to those records as the state agency deems necessary. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the grantee of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
7. Agree that auditable records of grant funds received by the LEA and each participating school will be maintained on file at the office of the LEA. (5 CCR 3944; 34 CFR 74.24)
8. Agree that any application, evaluation, periodic program plan, and/or report relating to each program will be made readily available to parents and other members of the general public.

9. Repay any funds which have been finally determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government.
10. Ensure that its governing board has a policy in compliance with state law requiring local educational agencies to expel from school a student who is determined to have brought a firearm to school under the jurisdiction of the grantee. (20 USC § 8921, Gun Free Schools Act – see California Education Code Section 48915)
11. Administer the activities funded by this grant in such a manner so as to be consistent with State Academic Content Standards including administering the STAR English/Language Arts California Standards Test in English to all second and third grade students in the program.
12. Agree to CDE site visitations for the purpose of monitoring grant implementation and expenditures and provide all requested documentation to CDE personnel in a timely manner.
13. Agree that CDE has the right to intervene, renegotiate the grant, and/or cancel the grant if the grant recipient fails to comply with grant requirements.

APPLICATION INFORMATION

Round Three applications are due to CDE on **Wednesday, April 21, 2004**. Instructions for completing the application can be found in *Section II. Application Content*, and related forms can be found in *Section III. Appendices*. Be sure to submit all the required forms and certifications by the application due date, and make sure that the application complies with the format requirements described in Section II. Section II also contains contact information for CDE staff and Reading First Technical Assistance Center representatives who can help with the development of the application.

In order to ensure that there are sufficient readers to score the applications, LEAs are requested to fax a non-binding announcement of intent to submit an application to the CDE Reading/Language Arts Leadership Office at (916) 323-2928. Please use your LEA's Fax Cover Sheet or Letterhead, write on it that you intend to apply for Round Three, and fax it to CDE by **April 10, 2004**.

IMPORTANT DATES TO CALENDAR

April 10, 2004	Fax non-binding Intent to Apply for Round Three to CDE
April 21, 2004	Round Three Applications due to CDE Professional Development and Curriculum Support Division by 5:00 p.m.
May 17, 2004	LEA awarded Reading First Sub-grants posted on CDE website www.cde.ca.gov/pd/readfirst .

Reading First Program Sub-grant Application

SECTION II. APPLICATION CONTENT

INSTRUCTIONS FOR COMPLETING THE APPLICATION

Applications must contain the following:

1. **Application Title Page:** LEA must use the form provided in Appendix A of this application. This page is not scored.
2. **Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements:** LEA must complete and sign the forms provided in Appendix B of this application. This page is not scored.
3. **Identification of Reading/Language Arts Instructional Program(s):** LEA must complete the form provided in Appendix C of this application. This page is not scored.
4. **Coordination and Leadership:** LEA must complete the form provided in Appendix D of this application. This page is not scored.
5. **School Identification Record:** LEA must complete the form provided in Appendix E of this application for each school included in the application. These pages are not scored.
6. **LEA Level Assurances, with Certification Signed by the Superintendent:** LEA must complete and sign the form provided in Appendix F of this application. This page is not scored.
7. **School Site Assurances, with Certification Signed by the Principal at Each Participating Schools:** LEA must have the principal at each participating school complete and sign the form provided in Appendix G of this application. This page is not scored.
8. **Responses to Twelve Competitive Questions (Application Narrative):** LEA must respond to the twelve Competitive Questions in the next section. The narrative is limited to a maximum of 20 pages. In order to ensure that applications are read anonymously, names of the locale, district, schools, and individuals must be blacked out or removed from all copies **except the original** in the responses to the Competitive Questions. The narrative will be scored against *Appendix H, Competitive Questions Scoring Rubric*.

9. **Budget Form:** LEA must complete the form provided in Appendix I of this application in response to Competitive Question Twelve. In order to ensure that applications are read anonymously, names of the locale, district, schools, and individuals must be blacked out or removed from all copies **except the original** in the responses to the Budget and Budget Justification. Appendix I does not count against the 20 page narrative limit. However, the budget justification will be scored as part of Competitive Question Twelve against *Appendix H, Competitive Questions Scoring Rubric*. Those applicants requesting funding above the \$6,500 per teacher level must complete an additional Appendix I for the proposed increased funding. A separate rationale for requesting above \$6,500 per teacher must be attached to Appendix I.
10. **Private School Participation:** Applicants must consult with eligible private schools prior to submitting a sub-grant application. This consultation should be documented in Appendix L. If there are no eligible private schools in the district, applicants should still submit Appendix L and write “N/A” on the form. Private schools are eligible to receive services under Reading First if they meet the following eligibility requirements: (1) the private school is located in the attendance area of a participating public school, (2) the private school is using one of the state-adopted reading/language arts instructional programs for grades K-3 (Note-this does not have to be the same as that adopted by the district). Private schools that meet these criteria may receive *services* through the district’s Reading First Program but not *funds*. In addition, if the services to be provided extend beyond professional development, the private school must use or agree to use the assessments in the instructional materials, and select assessments from the Recommended List of Assessments, and provide yearly data about the performance of students in grade three on a nationally-normed assessment in English Language Arts.

APPLICATION NARRATIVE (RESPONSES TO COMPETITIVE QUESTIONS)

The LEAs Reading First program will be described in the LEA’s responses to the following twelve competitive questions. The response to all questions (Application Narrative) is limited to no more than a total of 20 pages, excluding appendices. Please see the section on Format Requirements for additional details.

- 1) Describe how the LEA selected the eligible school(s) to participate in the Reading First Program, include:
 - a) district’s effort to inform eligible schools about its proposed Reading First Plan.
 - b) district’s selection criteria and procedures, including how developed and by whom.
 - c) district’s final selection of schools in rank order, including a profile of selected schools with general evidence of instructional support for increasing student achievement in reading.

- d) explanation for including less than 50 percent of eligible schools in the program (if applicable). Indicate how the Reading First program will have a large enough presence in the district to ensure that it receives the attention it needs to improve student achievement in reading.
- 2) Describe how the LEA plans to support and monitor the full implementation of the state-adopted K-3 reading/language arts instructional program.
- a) name the key personnel and their responsibilities regarding implementation of the plan at the district and school levels. Include the roles of the Reading First Leadership Team.
 - b) describe how the LEA will support and monitor the progress of the implementation of the state-adopted K-3 reading/language arts program at the school and classroom levels.
- 3) Describe how the LEA and site administration will provide instructional leadership and content expertise to support the Reading First Plan at school sites.
- a) identify specific LEA and school-level personnel that will be responsible for providing instructional leadership and content expertise to support the teachers.
 - b) include the expertise, proposed training and time commitment for each identified person.
- 4) Describe the LEA's Professional Development Plan for teachers, principals, and vice principals.
- a) describe the first year's plan for ensuring that teachers receive AB 466 professional development; and principals and vice principals receive AB 75 professional development (Module 1-Reading)
 - b) describe the second and third year plans to provide teachers with advanced training that builds upon the first year's AB 466 professional development and provides AB 466 professional development for teachers new to the school or grade level. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.
 - c) describe the second and third year plans to provide principals and vice principals with advanced training that builds upon the first year's AB 75 training and provides AB 75 training for new principals who have not yet received AB 75 professional development [Module 1-Reading] for the state-adopted instructional program used in the LEA. Include the duration and delivery system for the professional development, as well as the curriculum and provider. If not yet determined, explain the process and criteria that will be used to select the duration, delivery system, curriculum and provider.
 - d) describe how the LEA will provide access to professional development programs for special education teachers, K-12.
- 5) Describe the Three Year Classroom Assessment Plan for each grade level (K-3):
- a) name the classroom assessments the district has selected from the State Recommended List that will be available to teachers by grade level, for each key skill, under the header groups of (1) screening, diagnosis, monitoring

progress, and (2) outcome (end-of year). A minimum of one assessment is required to measure the technical skills. Assessments must be selected from Appendix K: *Recommended List of Assessments for California's Reading First LEAs* once the Spanish assessments have been added.

- b) identify which assessments will be required and when they will be administered.
- c) explain how teachers will be supported in using classroom assessment data to modify instruction and improve student achievement.

6) Describe how the LEA will ensure that the necessary technical assistance is provided to the school sites so that the goals of the Reading First Program can be accomplished.

- a) identify the technical assistance the LEA will provide to its Reading First schools (e.g., coordination and supervision of resource personnel to assist schools; additional teacher support personnel –reading specialists or coaches; district program evaluator and/or assessment specialist; trainer on use of State Recommended List of Assessments; database management system to monitor progress and curriculum-based assessments).
- b) identify the technical assistance that the LEA will rely on the State Technical Assistance Centers to assist with its Reading First Plan (e.g., district level training on support and monitoring systems to assure full implementation of the state-adopted K-3 reading/language arts program; consultation with state - adopted instructional program experts, assessment experts, and/or school-site leadership experts; training on use of State Recommended List of Assessments; acquisition of state provided unit assessments for state-adopted instructional program; and advisement on its plans for implementation, assessment, professional development, and internal evaluation).
- c) describe how the LEA will build its internal capacity to provide technical assistance to its Reading First schools and, over time, rely less on State Technical Assistance Centers.

7) Describe (a) current barriers that impede all students from reading at grade level and (b) how the LEA plans to alleviate these barriers.

8) Describe how your LEA plan will increase the likelihood of success for all K-3 and special education students currently reading below grade level for:

- (a) English learners
- (b) students with reading difficulties
- (c) students at risk of referral to special education based on those difficulties
- (d) students deficient in the essential components of reading instruction

9) Describe how the LEA will promote reading and library programs that offer an expansion of reading materials for students in Reading First schools.

10) Explain how the LEA's 3-Year Internal Evaluation Plan addresses school level effectiveness in terms of implementing the state-adopted reading/language program and improving students' reading achievement. The Plan needs to indicate what evidence the district will have annually to address the state's goal that significant numbers of student are reading at grade level by the end of the third year of sub-grant

funding, i.e. scoring “proficient” or above on the STAR Language Arts/English California Standards Test, in English. It is required that LEAs have classroom level data on student achievement.

The evaluation plan must include:

- a) the outcome assessment measures for each grade level
- b) the data collection schedule
- c) subgroup analyses of data (data must be disaggregated by grade level, Ed Code Section 310 waiver classrooms, low income, major racial/ethnic groups, English learners, and special education)
- d) how program improvement decisions will be made based on the data
- e) who will be responsible for the reliability and validity of the program evaluation design, measurements, and analysis

11) Describe how LEA plans to leverage Reading First funding and other Federal funds (e.g., Title I, No Child Left Behind), and state funded programs to maximize and extend fiscal resources to support the selected schools in improving reading for all students.

- a) Identify possible funds available to support each or specific selected schools in addition to Reading First sub-grant funds.
- b) Explain how these funds will be used to maximize student achievement in reading.

12) Provide a 3-Year Budget Proposal projected on \$6,500 per K-3 teacher in the eligible, selected school(s) each fiscal year. For those applicants that wish to propose a budget that exceeds the \$6,500 per teacher level, a separate rational and 3-Year Budget Proposal is required. It is essential that all applicants develop a budget based on \$6,500 per teacher in the event that their request for additional funding is denied.

- a) Identify the proportion of Reading First grant funds to be designated annually for LEA instructional support services; and provide a brief rationale for the use of these funds.
- b) Identify the proportion of Reading First grant funds for selected school(s) by specifying the allocation and use of these funds by name of school [Note: If the use of these funds is the same for all schools, this needs to be noted and the breakdown by school is then not required.] Please also note that grantees including Section 310 waiver classrooms in their Reading First program may choose to purchase a second set of reading materials, either in Spanish or English, to be used in those classrooms, using Reading First funding.

Note: Applicants that do not submit a second budget for an amount above \$6500 per teacher will not be allowed to request additional funding at a later time.

FORMAT REQUIREMENTS

Applications will be screened for compliance with format requirements. Applications that do not comply with these requirements will be “red lined” as described below, or returned to the submitting LEA without being scored. The format requirements are listed below:

1. All required application components and forms are included.

Round 3 Reading First Application

2. All pages must be numbered. Hand-written numbers are acceptable.
3. All narrative pages must include line numbers. Pages should be individually numbered, with the first line of each page being line #1.
4. All narrative pages may not contain more than 36 lines per page and must have one-inch margins all around. If tables or graphics are included, number or lines of text on the page must be decreased to provide room for the tables or graphics.
5. The responses to the twelve Competitive Questions may not exceed a total of 20 pages, excluding required Appendices.
6. All copies **except the original** must have all identifying information such as names of locales, district, schools, and individuals blacked out or removed from the twelve Competitive Questions and the Budget and Budget Justification pages. **The original signed copy must contain all identifying information called for in the questions.**

Applications will be pre-screened for compliance with these requirements by CDE. The pre-screen compliance check will address the following questions:

- Are all of the required components and forms included?
- Are all pages numbered?
- Do all narrative pages include line numbers beginning with #1 and do all of these pages contain no more than 36 lines per page and have one-inch margins all around?
- Is the response to the Competitive Questions (Application Narrative) 20 pages or less, not including the required forms?
- Are all identifying names and locations blacked out or removed from the Competitive Questions, Budget, and Budget Justification pages of all copies except the original?

A “no” response to any these questions may be considered failure to comply with the format requirements. If the number of lines on one or more pages exceeds 36 lines or if an application contains more than 20 pages of narrative, the application will be “red lined.” That is, a red line will be placed at the end of the equivalent of 20 pages of 36 lines per page, and readers will be instructed not to read or score the rest of the narrative.

Penalty for failure to comply with format requirements: Applications that exceed the page restriction and/or maximum lines per page will be “red lined” as specified above. Readers will not read or score pages or lines beyond the red line. Applications that do not comply with the other format requirements will be disqualified from the competition and will be returned to the submitting agency without being scored. Applicants will not be allowed to correct deficiencies and resubmit their application for consideration in this round of competition.

In addition to the above requirements, applicants are encouraged to format their applications in a professional and easy-to-read manner. The application should be in at least 12-point font, with one-inch margins all around to promote readability throughout the entire document. It is also recommended that each application section or response to a Competitive Question be clearly labeled and that applications be formatted using a portrait orientation format rather than landscape orientation.

Reviewers will have a limited time to read each application. Their reading time will be limited to the required sections of the application. Any material not specifically required and supplementary materials such as videotapes, CD-ROMs, files on disks, or commercial publications **should not** be submitted. If submitted, these items will be pulled from the application package. These items will not be reviewed when the application is scored, nor will they be returned to the applicant.

NUMBER OF COPIES TO SUBMIT

All applicants are required to submit one (1) signed, unbound original copy suitable for photocopying and three (3) stapled copies of the application with **all identifying information blacked out** from the Competitive Question and Budget sections. Each copy of the application must be covered with Appendix A in this application as the title page or a reasonable facsimile. Except for the one unbound copy referenced above, all copies of the applications should be stapled or bound in such a manner that the application is flat. Do not submit applications in binders.

HOW TO SUBMIT AN APPLICATION

Completed applications must be in the possession of CDE staff **no later than 5:00 p.m. on Wednesday, April 21, 2004**. Fax copies and e-mail copies will not be accepted. Applications not received by the deadline date may not be considered for funding unless the applicant can show proof that the application was:

1. Sent by registered or certified mail not later than three (3) days before the deadline date; or
2. Sent by an express overnight mail service not later than one (1) day before the deadline date.

Mailing address for applications:

Reading First Program
Reading/Language Arts Leadership Office
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Applications delivered by hand will be accepted daily at the address indicated above between the hours of 8:00 a.m. and 5:00 p.m., Pacific Standard Time except Saturdays, Sundays, or holidays. Applications delivered by hand on the deadline date will not be accepted after 5:00 p.m. A receipt will be given for hand-delivered applications.

CONTACTS FOR ASSISTANCE IN APPLICATION DEVELOPMENT AND IMPLEMENTATION

Technical Assistance for Preparing Applications

The following persons can assist LEAs in preparing for the Round Three Application: the California Department of Education for addressing the instructions in Sections I – III on certifications and fiscal responsibilities; and the California Technical Assistance Center and Regional Technical Assistance Centers for answering questions related to the Competitive Questions.

Contact persons: California Department of Education
Reading/Language Arts Leadership Office
Jeffrey Cohen, Consultant
1430 “N” Street, Suite 4309
Sacramento, California 95814
(916) 323-4629 jcohen@cde.ca.gov

California Technical Assistance Center
Irma Hernandez-Larin, Director
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827
(916) 228-2518 Fax (916) 228-2677 ihernand@scoe.net

A list of Regional Technical Assistance Centers is provided in Appendix M.

Technical Assistance for Implementation

Technical assistance will be provided through the California Technical Assistance Center (C-TAC) and the Regional Technical Assistance Centers (R-TACs). These centers are situated in nine county offices of education and serve all eleven County Superintendents Regions (see Appendix M). LEAs are invited to use these free services for help in implementing programs if a grant is received. Grant recipients may choose to contract with other technical assistance providers at their own expense.

The network of technical assistance centers is available to help funded LEAs that request assistance with implementation of their respective Reading First Program. The services available through these centers are provided by knowledgeable and experienced staff in order to respond to the LEAs’ requests for assistance with the key components of their respective Reading First Plans. For example, an LEA may request assistance on such items as:

- ☑ how to fully implement a scientifically-research based reading program
- ☑ how to put into place an effective system of assessment for diagnostics, progress monitoring, and end-of-year outcomes
- ☑ how to prepare a leadership team at the school level focused on instructional improvement
- ☑ how to organize teacher grade level teams to work collaboratively for student achievement
- ☑ how to select and effectively utilize reading coaches and content experts

- ☑ how to develop coherence within the classroom and across grade levels for meeting the needs of all students with a common reading program
- ☑ how to select and work with professional development providers for years 1-3
- ☑ how to network with other Reading First LEAs for shared resources and expertise

The centers also offer special workshops customized to the specific needs of the LEAs. For example, an LEA may request information on:

- ☑ how to use the State Recommended Assessments (See Appendix K)
- ☑ how to use the state-provided unit skill assessments for state-adopted reading/language arts programs
- ☑ how to meet end-of-year internal evaluation reporting needs
- ☑ how to provide on-going instructional support to all teachers
- ☑ how to develop district/school leadership roles and functions to support implementation and quality management support for commitment, planning, evaluating, decision-making, and sustaining the efforts

Furthermore, the centers will seek to link reading and reading program experts with LEA's leadership teams and schools, upon request, especially when LEAs are seeking solutions for improving student achievement at particular grade levels or in specific schools.

Reading First Technical Assistance Centers are funded by the state's Reading First grant and therefore funded LEAs will not be charged for their services, unless specialized services are requested that are beyond the scope of the technical assistance services authorized (e.g., to provide the AB 466, AB 75, or other professional development programs; to provide training for reading coaches; to provide special events for an LEA's teachers; and to print and distribute Unit Skill Assessments for teachers and students).